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ABSTRACT

The objectives of this curriculum guide for teachers are: 1) to provide a unified list of yearly instructional objectives for each social studies classroom; 2) to provide basic standards for measuring pupil progress; and 3) to provide a guide for the continuous development in the social studies. The recommendations for each grade level cover: content sequence, materials, intellectual objectives, cognitive skills, and affective objectives. Recommendations emphasize: 1) local and international awareness; 2) problem-solving, role-playing, and the development of pupil ability to choose relevant facts through inductive processes; 3) pupil self-learning of the causes and effects of human decision-making throughout the evolutionary process of human adaptation to and modification of our planet's environment; and, 4) how to learn and how to apply the methods of the social sciences. The content for the primary grades includes economics and sociology with respect to the family, communities, and cities. Anthropology, history, and geography are the concern in the intermediate grades. In junior high school, the political history of the United States, community action and social problems, and problem-solving or critical thinking are of primary concern. A list of international, world, economic, social, environmental, citizenship, and governmental issues is included. (SBE)

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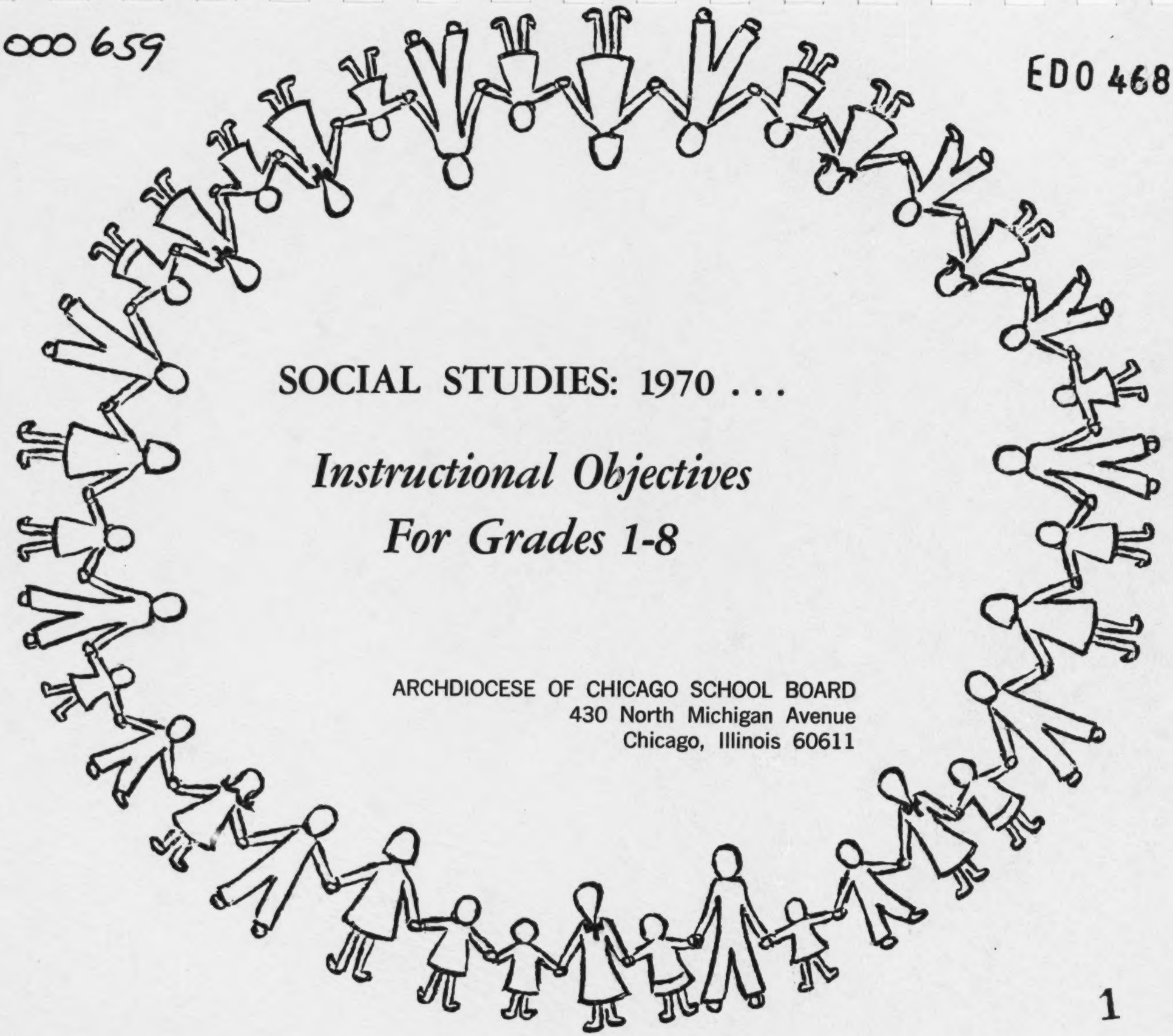

SOCIAL STUDIES: 1970 . . .

Instructional Objectives

For Grades 1-8

ARCHDIOCESE OF CHICAGO SCHOOL BOARD
430 North Michigan Avenue
Chicago, Illinois 60611

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SOCIAL STUDIES: 1970 . . .
INSTRUCTIONAL OBJECTIVES
FOR GRADES 1-8

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SOCIAL STUDIES: 1970 . . .

As never before in history, we have become aware that we, the human race are, collectively and individually members of a global, dynamic, and ever-more rapidly evolving society. The amount of human knowledge and experience doubles during every decade. This experience and knowledge is easily available whole and entire; moreover, these are communicated sumultaneously with occurrence. This situation with its educational implications has created a crisis in learning for our students. Schools today must totally reorganize patterns of instruction in order effectively to guide students toward developing as competent and confident persons. In this way, they are able to assume responsibility for giving direction to the increasing pace of the global evolution of society.

Because of the knowledge explosion the social studies program being introduced in the Archdiocese has new and expanded content, it is true. More fundamentally, however, the real novelty in our new social studies consists in a reorganizing of the relationship between the content and the tools of the discipline.

The new social studies is more concerned that students understand and are able to put to use the method than that they master the content of the subject. In our time of simultaneous and multiple communications, continuing to place priority on factual content can only lead to a greater and greater degree of inadequacy and ignorance in our graduates. The primary goal in our new social studies program is to provide the means for each Archdiocesan student independently to pick and choose only relevant, important, and useful facts from the ever-changing flood of information pouring in on him from the global scene.

The recommendations made by the Archdiocesan Social Studies Committee at each grade level are those which emphasize that there is only one human race for the whole planet. At each grade level also, they are those which emphasize problem-solving and the development of pupil ability to choose relevant facts. They are those which encourage pupil self-learning of the causes and effects of human decision-making throughout the evolutionary process of human adaptation to and modifi-

cation of our planet's environment. The educational materials selected for the Archdiocese all emphasize how to learn and how to apply the methods of the social sciences rather than the committing to memory their statistical data.

The following pages were developed by the committee in order to provide teachers with guidelines for teaching social studies in the Chicago Archdiocese. The objectives listed have more than one use:

1. They provide a unified and minimal list of yearly instructional objectives for each social studies classroom in the Archdiocese.

2. They can be used by the individual teacher to set up basic standards for measuring pupil progress; i.e., these objectives can become the norms for pupil evaluation as an alternate to the objective tests with which we are so familiar.

3. For the teacher, they can become useful guides for setting up social studies plans for the year. According to these objectives continuous development in social studies would be planned in terms of things-to-be-done rather than in terms of facts-to-be-learned or pages-to-be-covered.

As you study through the following pages, please keep in mind that the Archdiocesan Social Studies Committee has the conviction that to learn is to change; that changed behavior is the goal of education; that an educated person is a person who knows how to change.

SOCIAL STUDIES: 1970 . . . CONTENT SEQUENCE		
PRIMARY	ECONOMICS AND SOCIOLOGY EMPHASIS	LEVEL 1 - FAMILIES: LOCAL & GLOBAL
		LEVEL 2 - COMMUNITIES: LOCAL & GLOBAL
		LEVEL 3 - CITIES: LOCAL & GLOBAL
INTERMEDIATE	ANTHROPOLOGY HISTORY GEOGRAPHY	LEVEL 4 - STUDIES IN CULTURE
		LEVEL 5 - U. S. INCLUDING ILLINOIS AND CHICAGO
		LEVEL 6 - SELECTED CULTURAL REGIONS OF THE WORLD
JUNIOR-HIGH: 1	HISTORY/POLITICAL SCIENCE	LEVEL 7 - POLITICAL HISTORY OF THE UNITED STATES
JUNIOR-HIGH: 2	CRITICAL THINKING/ ANALYSIS	LEVEL 8 - PROBLEM-SOLVING AND COMMUNITY ACTION

PRIMARY GRADES

Note To Teacher: Emphasis is on education in economics and sociology as studies.

It is urged that teachers of grades one to three cooperatively decide on grade-level objectives for your individual school. The objectives listed below are social studies expectations for a child who will have attended any Archdiocesan school for the first three years of his elementary school. They are the expectations of the fourth grade teacher who will receive this student.

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

MATERIALS RECOMMENDED

Laidlaw Primary Series
- Grade 1 - Families and Social Needs
- Grade 2 - Communities and Social Needs
- Grade 3 - Regions and Social Needs

Field Enterprises Multi-media Readiness Kit
- Grade 1 - Schools around the World
- Grade 2 - Families around the World
- Grade 3 - Neighborhoods around the World

Harper-Row Beginning Social Studies
- Discussion Pictures

Century Consultants Series
- Grade 1 - Voices of Nature
  Voices of Families
- Grade 2 - Voices of Man at Work
  Voices of Tools and Machines
- Grade 3 - Voices of Living
  Voices of the People

S.R.A.
- Grade 1 - Families at Work
- Grade 2 - Neighbors at Work
- Grade 3 - Cities at Work

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To list ways in which man and his environment are interdependent by means of a chart or other visual means.

2. Given students' own experiences, to identify these correctly as related to the basic institutions of our society - i.e., family, church, school, economic system, government - through written expression.

3. To cite at least seven different ways man uses the productive resources of his society - both human and physical.

4. To define or describe the basic economic problem as the conflict between unlimited wants and limited resources in both written and oral expressions.

5. As oral or written response to imaginary situations which incorporate a new set of circumstances in home or neighborhood, to suggest rules required by these new circumstances.

6. To prove recognition of job-specialization in the home, school, community, etc., through correct identification in group discussion; and through role-playing or other descriptive means to show ways in which people are interdependent because of job speialization.

7. To show that a child has differentiated his various roles in accordance with expectations of him by parents, brothers, sisters, teachers, friends, classmates, neighbors by completing a role-chart prepared by the teacher; or by expressing these roles in a visual expression.

SKILLS

1. To demonstrate the development of observational skills from studying pictures by means of making inferences from these either orally or by means of a creative expression.

2. To indicate the development of basic map and globe vocabulary by means of oral, visual, or written descriptions or definitions (e.g., globe, map, continent, country, city, ocean, lake, mountain, island, peninsula, etc.). A child can fulfill this objective also if he succeeds in locating the representation of each of these terms on a map or globe with one hundred per cent accuracy.

3. To indicate the development of some basic map and globe skills by means of oral or written distinguishing and locating of the conventional visual map and globe representations (e.g., blue for water, dot for cities, lines for boundaries, etc.) with one hundred percent accuracy.

4. To show skill-development in the sharing of thoughts and ideas audibly through participation in class discussions and role-playing activities.

5. To demonstrate development in listening as a skill by means of repeated and consistently suitable responses to audio materials: tapes, records, sound tracks of films, etc.

6. To indicate growing proficiency in the skill of recall in terms of memory-recitation of short pieces of creative expression and the dialogues of short skits; also by taking at least one test from memory.

7. To show skill-development in predicting outcomes when faced with certain situations through telling, writing, or acting-out the ends of unfinished stories or narrated events of people's lives.

8. To develop ability to operate educational technology by means of occasionally operating it under the careful supervision of a responsible adult or an older child skilled in its use.

BEHAVIOR IN TERMS OF ATTITUDES

1. To exhibit increasing curiosity about people near and far away as well as about himself in relation to his environment by means of repeated and self-initiated questions on these topics.

2. To demonstrate by means of oral, written, visual, or dramatized expression, a clear perception that people everywhere have desires and needs.

3. To respond appropriately to a variety of communications from both peers and teacher, both verbal and non-verbal. (e.g., replying to questions; reacting to gestures of emotion, command, request, pleasure, etc.; role-playing in extemporized situations; reacting to directions of any kind; etc.)

4. To demonstrate the ability to make personal choices in a variety of ways:

   a. by forming some special friendships among his classmates
   b. by the repetition of attempts at the organization of his time and tasks according to a priority-schedule
   c. by multiple independent and definite decisions in the selection of goods
   d. by role-playing at least one imaginary or real situation of unlimited desires and limited resources (e.g., planning a list of Christmas gifts with savings).

5. To display facility in functioning within a group of peers by repeated instances of cooperative participation in group activities, as well as of verbal and non-verbal communication within the group.

6. To show acceptance of the contributions of each person in the class and in society as being valuable and worthwhile by means of numerous verbal and/or artistic expressions.

7. To show willingness by means of repeated actions and communications to obey rules of a group whether it be family, school, community or city.

8. To consistently respond in a positive manner to situations of role-playing that develop a sensitivity for other people and for their feelings.

9. To indicate attempts to internalize motives for self direction:

   a. in class discussions
   b. by means of written or artistic expression
   c. through actions such as organization of time and/or materials in the carrying-out of tasks.

GRADE 4

Note To Teacher: Emphasis is on anthropology, history, geography.

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

MATERIALS RECOMMENDED

Harcourt, Brace and World
Social Science: Concepts and Values

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To exhibit proficiency in the application of previous learnings to new situations by repeated written or oral well-founded references to these previous learnings in accomplishing classroom activities such as recitation, reports, etc. with at least an eighty per cent accuracy.

2. To classify elements of at least one culture into larger, more inclusive categories by means of written lists or other ways of representing classification (e.g., making a chart, making a series of bulletin board sections, making a collage or other artistic representations).

3. To develop an interpretation of the arts of a people as both a means of communication and as an expression of the values of that society; to do this in terms of cooperating in the making of a classroom display, an audio-visual, illustrated, oral, or written presentation shared with the rest of the class. This objective can be fulfilled also if a child actively participates in a pageant on this theme.

4. At least once to make a written or visual contrast or comparison of elements of United States' culture with those of another culture in the following areas: values and attitudes, technology, social institutions, human and natural resources, traditions.

5. To formulate the need and purpose for social controls in an oral, written, or artistic statement as a test item.

6. To make an analysis of the means by which a society answers the questions of what, how, and how much to produce by means of cooperation in a class research project on this theme with regard to one or more cultures.

7. To discover how products and services are distributed within a society by means of individual research on, and response to a teacher-developed questionnaire.

8. To answer from memory at least five ways a modern society depends on past achievements of man.

9. To make a list of at least five valuable human achievements from at least two primitive cultures of man, and to compare these with similar achievements in a modern complex society.

SKILLS

1. To demonstrate skill in geographical location and use of vocabulary in various ways:

    a. by means of labeling outline maps
    b. by means of answering memory-test, association-test, and multiple choice-test items
    c. by means of repeated individual location of places and regions studies on large wall maps, on the classroom globe, and also on individual pupil maps.

2. To show an ability to make inferences about a society's alternatives in responding to its environment by means of reasonable and factually correct written or oral statements (or paragraphs) in response to at least five cause-effect questions during the year.

3. To demonstrate the development of a facility in using the encyclopedia by locating a number of informational and/or interesting items concerning at least three simple societies not mentioned in the texts (e.g., Laplanders, Ainu of Japan, the Maoris of New Zealand, etc.).

BEHAVIOR IN TERMS OF ATTITUDES

1. To demonstrate willingness to adapt to changes in society by means of making suitable adjustments in behavior at times when classroom or school routine is interrupted or changed.

2. To manifest growth in self-confidence in terms of poise when making oral presentations or when participating in classroom discussions.

3. To show progress in self-discipline and self-direction by repeated effective organization of time and/or materials in the carrying out of assignments and/or volunteer work; also by consistent completion of tasks within stated times.

4. To manifest an appreciation for the varieties of ways in which the people of different cultures respond to and use their environment with its resources in terms of a self-initiated creative expression.

5. To manifest a willingness or desire to operate educational technology by occasional self-initiated requests for using it in shared classroom presentations.

GRADE 5

Note To Teacher: Emphasis is on U.S. historical, geographical, and anthropological education (include Illinois and Chicago).*

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

MATERIALS RECOMMENDED

Harcourt, Brace and World
Social Science: Concepts and Values

Sadlier: The Young Citizen and Chicago

Richtext Press: Illinois A-V Kit
(unless school has other and adequate A-V material on Illinois)

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* The individual teacher shall determine the time and methods by which Illinois and Chicago shall be studied.

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To arrange from memory a given list of some major events in the history of the U.S. according to the order of their occurrence (but not their dates).

2. To compile a list of at least five examples from U.S. history which prove that conflict is inherent in a living society due to differences in values.

3. To infer reasons for behavior patterns of at least three historic persons, given descriptions of the situations in which they operated; and to support these conclusions by historic data.

4. To cooperate in a class visual or A-V presentation of the three functions of government: to provide services for all citizens, to protect the rights of all citizens, and to coordinate lesser groups than itself.

5. To write a paraphrased description of the text's formulation of the nature and function of our U.S. federal government; and also to identify with one hundred per cent accuracy the function of each of the three branches of government given a description of these functions.

6. To list and correctly describe at least six national and/or legal holidays of the United States.

7. To demonstrate an oral ability to name and locate each of the fifty United States of America as well as of selected major cities on any available map or globe (but not from memory).

8. To assemble in writing at least four reasons in proof of the fact that race is a term which distinguishes persons by means of differing physical characteristics alone.

9. To make a written analysis of each of three examples of compromise in United States history based on a teacher-made chart or questionnaire; to show the formation of the generalization that compromise is inherent in political decision making in terms of oral or written evaluations of this activity in our history.

10. To list (not to total more than 30 items) the wealth of Illinois (Chicago) in terms of human resources and its educational opportunities; to compile similar lists for two other states (major cities); and to make a creative visual comparison of these lists.

11. To gather data on all or some of the following:

    a. three to five historic sites in Illinois (Chicago)
    b. three to five historic persons from Illinois (Chicago)
    c. three to five historic problems faced and solved by Illinois (Chicago)
    d. three to five historical contributions of Illinois (Chicago) to the development of the United States as a nation.

12. To share this data with the class by means of an A-V, visual, oral, or dittoed presentation.

13. To have listed and made an oral or written comparison of significant difference in the major geographical sections of Illinois in terms of each of the following categories: population, industry, terrain and other material resources, occupations, products, and present political tendencies.

14. To gather evidence that shows Chicago somewhat like a mirror of the world in terms of different ethnic groups resident in the city; to participate in the writing and presentation of an original pageant on Chicago from this point of view in a class project.

SKILLS

1. To show increase in skill at reading maps and using globes by means of analyzing all or some of the various kinds of map codes (e.g., on physical, population, historical product, resource maps, etc.); and by the recording of the measurement of distances between globe locations at least ten times.

2. To locate and identify at least four major United States rivers; and to describe either in a written or oral statement their effect on the historical development of our country.

3. To do the same as the above for three other bodies of water.

BEHAVIOR IN TERMS OF ATTITUDES

1. To manifest an awareness of the various means for influencing the American political system by role-playing at least once in a simulation of a historical occurrence of one or other of the means.

2. To show an awareness of the present time as an extension of the past by means of one written, A-V or visual description of the state of 20th-century life without achievements and contributions from the past.

3. To demonstrate concern regarding the responsibility of a society for the conservation of its human and material resources by means of collecting news items on this topic and by sharing these with the class.

4. To demonstrate a willingness to respond to the need for the development of a real brotherhood of man in the United States (Metropolitan Chicago) by means of repeated oral or written suggestions for constructive action toward this goal in the students' own community or neighborhood.

5. To show some awareness of the ways an environment is or can be changed through factually correct references to these ways in class discussions or in written statements.

6. To manifest willingness to accept the fact that the use a particular society makes of its resources depends on its value system by means of at least once voluntarily gathering data as evidence of this fact.

7. To demonstrate growth of a sense of kinship with peoples of the world in terms of active cooperation in a class effort to celebrate at least one special day or week. I.e., Pan-American Day, U.N. Week, Martin Luther King's Birthday, Brotherhood Week, Church Unity Octave, etc.

GRADE 6

Note To Teacher: Emphasis is on the anthropology, history, geography of a number of cultural regions of the world.

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

MATERIALS RECOMMENDED

Harcourt, Brace and World
Social Science: Concepts and Values

McCormick Mathers Global Culture Series
(teacher selects a minimum number of books to be studied by total class - each of the selections must represent a different culture-region; i.e., Sinaitic, Semitic, Latin, Sub-Saharan, Indic, Anglo-Saxon, Teutonic, Slavic, etc. . .).

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To make an analysis of at least three cultures, each in terms of its values and attudes, its technology, its social institutions, resources and traditions; this can be done as a written, visual, or cooperative assignment.

2. To contrast at least two cultures in terms of the above; only one of these two should be identical with any of the above cultures. This can be done as a written, visual, or cooperative assignment.

3. To locate in an encyclopedia or other reference tool two different ways by which authors have classified the races of man.

4. To list four effects of environment (geographic location) on the culture of a people.

5. To select one value important to Americans (e.g., freedom, competition, youth) and give an example of it in political activity, in education, in the business world.

6. To find at least two historical examples of events which altered the political map of the world.

7. To select a poverty section of the world; to infer three reasons for this condition, and to check the validity of these reasons by means of available data.

8. To show an understanding of the relation of the present to the past by analyzing present conditions and problems in at least one culture; to secure evidence illustrating how these conditions and problems are effects of solutions to past problems and of human achievements in the past.

SKILLS

1. To locate each continent on every available map; to be able to name each continent by means of its visual shape alone.

2. To locate countries with their major cities and natural resources on every available map.

3. To convert at least one set of data into a chart or diagram.

4. To have independently used at least seventy-five per cent of the room's educational technology at least five times. (cf. #2 - page 38)

5. To show some independent ability to organize data into orderly arrangement in terms of the performance of each of the following activities:

   a. independently making two charts separating items of different categories into different columns or rows
   b. at least once attempting with at least seventy-five per cent accuracy the formation of data into an outline
   c. at least twice using separate cards or papers for separate items when gathering data, or when preparing for a class presentation.

6. To manifest a knowledge of the use of research tools in the following ways:

   a. correct use of the library card catalog to locate authors, books, tapes, filmstrips, or other A-V references for assigned topics
   b. efficient use of the encyclopedia to collect data
   c. through examination of the index and contents of at least seven books other than the classroom text for determining their relative usable value to complete a given research assignment
   d. effective examination of the index and contents from at least three books other than the classroom text for completion of a classroom assignment.

e. voluntarily developing some kind of written or visual creative expression comparing the political environment in the colonies before the revolution with that immediately after the writing of the Constitution, and with that of present-day United States.

5. To exhibit a desire to adopt courageous or valorous persons in the U.S. history as standards for behavior in terms of one or other of the following means: written and/or repeated references to their exploits; volunteer research in regard to one or more such persons; voluntarily contributed information as to locations or means where additional data can be obtained about certain persons, etc. . .

6. To demonstrate a belief that respect for differences in values is the means for solving conflict situations in a society in terms of repetition of one or other of the following classroom or school behaviors:

   a. acting as mediator in altercations or arguments
   b. consistently and repeatedly speaking respectfully to and about students with opposing views during classroom discussions of controversial issues
   c. repeated and consistently careful attention given to the differing viewpoints possibly held by his teacher and/or classmates on problematic issues
   d. by occasionally and publically stating a change of opinion or belief concerning an issue as a result of having listened and thought over reasons for the viewpoints of other people.

7. To show proficiency in following directions by means of following sets of oral or written directions having three or more steps at least ten times.

BEHAVIOR IN TERMS OF ATTITUDES

1. To demonstrate an appreciation for the achievements of at least one culture by means of a creative expression (i.e., participating in a pageant, cooperating in a classroom display, making a collage on the theme, doing a bulletin board on the theme, cooperating in an A-V presentation, etc.).

2. To show a realization of the dependence of the modern world upon the achievements of the past by means of contributing to a class exhibit on this theme.

3. To give evidence of the acceptance of man's ability to improve his environment by suggesting at least two constructive means for improving the conditions within one country studied. (Suggestions might include improvements in: health measures, agriculture, education, transportation, etc.)

4. To exhibit a willingness to identify with people of other cultures through at least one of the following ways:

   a. cooperatively dramatizing an original skit
   b. enthusiastically participating in interracial or intercultural experiences such as classroom or teacher exchanges; attendance at shows and other expositions of an interracial or intercultural nature
   c. voluntarily sharing individual experiences of this nature: e.g., interracial or intercultural visits or special meals; visits to museums, or Centers such as the Latin American Center, the Afro-American Museum, or the American Indian Center; the Art Institute or the like
   d. establishing a regular correspondence of the pen pal variety or of a different kind on an interracial or intercultural basis.

GRADE 7

Note To Teacher: Emphasis is on history and political science.

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

MATERIALS RECOMMENDED

Benziger: Land of the Free

Ginn: American History for Today

S.R.A.: America, Land of Change
Rights
Promise
Growth
Black
People
Power

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To identify at least twelve events or actions which had a positive effect on the historical development of the United States as examples of one or other of the three functions of a government: to protect the rights of all citizens; to provide services for all of its citizens; to coordinate the activities of lesser groups.

2. Given a series of five or six historical causative events, to formulate a series of one to three possible alternate effects for each by means of an oral or written exercise.

3. To demonstrate a sense of chronology in history by rearranging from memory, in order of occurrence, a randomly itemized list of ten to fifteen events in U.S. history.

4. To show knowledge of varying interpretations of at least eight terms (e.g., United States, the Frontier, States Rights, Strict Construction, Isolationism, Civil Rights, Monroe Doctrine, etc.) at different moments in U.S. history, by means of a correct contextual usage of these terms in oral or written statements.

5. To demonstrate the ability to distinguish between chauvinism and patriotism in terms of correctly citing at least three examples of each from U.S. history.

6. To cite at least six examples of multiple-casuality for major events in U.S. history.

7. To name and describe orally, as a written assignment, or visually as a bulletin board exhibit the activities of at least five Black persons who worked for civil rights of Black people in our country previous to 1954.

8. To show relationship of the present time to the past by means of contributing to a series of class or group-developed charts illustrating five to seven present-day U.S. problems or policies as resulting from past governmental policies or political

decisions. The following are a few suggestions for topics:

a. Ill-will of the Latin American countries toward the U.S.
b. Continued attempts to maintain friendly relations with France and/or England
c. State of Black people in our country
d. State of the Indians in our country
e. Conservation of natural resources.

9. To make at least one comprehensive cause-effect analysis of a situation in U.S. history determining essential features from a narrative account of the situation. This can be done in writing or by participation in a class developed analysis.

10. To list at least five examples from American history of each of the fundamental reactions of a society: competition, cooperation, conflict.

11. To participate at least one time in a class project portraying the richness of the United States cultural heritage through contributions made by minorities and immigrant groups (but especially those of Indians, Afro-Americans, and Latin Americans). This participation can be in the form of research, writing an original poem, dialogue, prose reading based on the research, making an artistic creation, determining suitable musical or visual expression, role-playing or the like.

12. To paraphrase in writing or to restate in a creative expression the purposes of the U.S. Constitution, i.e., the Preamble.

13. To infer motives for the behavior patterns of the persons who were participants in three or four given historical situations. (E.g., John Brown in the raid at Harper's Ferry, Samuel Adams as leader of the activities of the Sons of Liberty, Abraham Lincoln in writing the Emancipation Proclamation, Theodore Roosevelt and his "Big Stick Policy", etc.)

14. To formulate analytical questions from a given series of events or facts as a test-item at least four times during the year.

15. To give a written description of the nature and function of authority for the achievement of a society's goals.

16. At least twice to imagine conclusions to historical events which are reversals of fact; to describe each of the resulting situations in either an oral or written exercise. Some events suitable for use: losing the 1776 revolution; reversal of the Dred Scott Decision; no California Gold Rush; etc. . .

SKILLS

1. To successfully attempt at least three times the organization of data in outline form.

2. To show increase in the powers of observation and of critical reasoning by at least five correct interpretations and/or analysis of each of the following: maps, graphs, charts, photographs, cartoons.

3. To manifest a knowledge of the use of research tools in each of the following ways:

   a. correct use of the library card catalog to locate authors, books, tapes, filmstrips, or other A-V references for assigned topics
   b. efficient use of the encyclopedia to collect data
   c. through examination of the index and contents of at least seven books other than the classroom text for determining their relative usable value to complete a given research assignment
   d. the use of a bibliographical list to determine articles or books of importance for evidence to support an opinion about an event or person in history
   e. the use of a telephone directory to locate organizations having a desired kind of information or expertise for a given topic.

4. To have repeatedly operated three or four pieces of educational equipment such as the following: duplicating machine; typewriter; movie, filmstrip or slidefilm projector; tape recorder; phonograph machine or any other machine used for educational purposes in the classroom.

5. To manifest proficiency in class and small group discussion skills by contributing to them on the average of at least twice a week.

BEHAVIOR IN TERMS OF ATTITUDES

1. To exhibit a growing sense of identity with our nation by willing participation in classroom or school celebration of national holidays or days marked for special observance. Such occasions might be Columbus Day, Veteran's Day, Martin Luther King's Birthday, Brotherhood Week, Washington's Birthday, Lincoln's Birthday, Inauguration Day, Memorial Day, Christman, Thanksgiving.

2. To show an awareness that political decision-making throughout U.S. history is the effect of lawmakers' response to popular expressions of desire to maintain/change existing conditions in society. This awareness can be shown by means of repeated oral generalizations, inferences, questions, or comments.

3. To demonstrate the development of the conviction that the role of citizen includes active participation in political decision-making by means of frequent and factually correct contributions to class discussions concerning political issues either past or present.

4. To manifest some internalization of the principals of government which resulted in the establishment of the U.S. Constitution in terms of one or other of the following:

   a. voluntarily participating in a committee to develop simulations of one or more of the major events which led to the American Revolution and to the final ratification of the Constitution
   b. voluntarily role-playing a part in the resulting simulation(s)
   c. voluntarily writing an essay using correct historical data concerning one or more of the above-mentioned events
   d. voluntarily participating in a debate on the issue of the historical effects of the political compromises involved in the process of ratifying the Constitution

GRADE 8

Note To Teacher: Emphasis is on education in problem-solving or critical thinking.

Reminder: The Instructional Objectives following are minimum expectations for each of your students during the year.

They can also be used as a checklist for yourself to evaluate the effectiveness of your instruction in terms of pupil performance.

Format: The eighth grade program is different from the other grades because of the nature of the content and of the materials recommended:

1. Required and Recommended Materials; Content Divisions for the Year
2. Techniques in Problem-Solving
3. List of Issues to Consider for use in Problem-Solving
4. Instructional Objectives

REQUIRED MATERIALS

Ginn: Urban Action - Planning for Change (One Semester)

RECOMMENDED MATERIALS

Ginn: Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American Citizen
Consumer Education Series

American Education Publications:
Public Issues Series

Houghton-Mifflin:
Justice in Urban America Series
Law and the City
Crimes and Justice
Law and the Consumer
Poverty and Welfare
Landlord and Tenant
Youth and the Law

News periodicals such as:
- Snyopsis
- World Week
- American Observer
- Time: Student Edition
- Newsweek: Student Edition
- Issues Today
- Urban World
- Etc.

Charles E. Merrill Publishers:
- United Nations Handbook

Scott-Foresman: Drugs

Etc.

CONTENT DIVISION

One full semester: Urban Action Program

(Individual teacher shall decide which semester to work through this program.)

One full semester:
a. Techniques for Problem-Solving
b. Problem-Solving Applied to Current Issues

(Individual teacher shall decide time schedule for this semester).

TECHNIQUES: PROBLEM-SOLVING

The end product of the social studies program in the Archdiocesan elementary schools is the confident student who is competent to become involved, accepting responsibility for helping to solve problems inherent in our human, evolving, and global society.

Grades one through six familiarized the student with the basic understandings of the social sciences. Grade seven used these understandings in presenting the history of the American people. What is yet lacking is initiation of the student into precise tools for involvement.

By means of the experiences and techniques of the one-semester Hatch Urban Action materials, the eighth grade student is aided to become an active participant in his world. The student familiarizes himself with methods of research and projection (i.e., forecasting on the basis of factual data) necessary to intelligently support desirable or work to change undesirable conditions of human societal living.

The alternate semester is intended to help the student acquire the kind of mental sharpness or alertness which distinguishes citizens who take an active part in society from those who exercise only a minimal role. In order to make this semester of problem-solving worthwhile for students, some time must be exclusively devoted to helping students develop a process for reaching valid and viable approaches to solutions concerning some of society's problems if this semester of problem-solving is to be worthwhile.

Following are some guidelines to help students efficiently tackle and work out their own workable solutions. Students do not need to use the procedure in the order in which it is set down here. Each person should develop his own chronology in proceeding. The only point to be made here is that within the particular procedure used by the student in identification and solution of a problem, the following elements should be identifiable:

SYMPTOMS: evidence or proof, that such condition is a "problem".

SCOPE: the gathering of facts, statistics, data on the magnitude, depth, complexity of the

problem; this will be one of the larger sections of the study.

ASPECTS: attitudes regarding the problem, expressed from various viewpoints, such as those of a politician, a doctor, a teacher, a businessman, a laborer, a labor union person, a social worker, an economist, a housewife or parent, etc.

DEFINITION OF THE PROBLEM: this should be a precise statement in a paragraph of what constitutes the core of the problem.

CAUSES: a listing of the elements which contribute to the existence of the problem; the clarity and precision with which the student handles this part of his project is a real test of how clear an under standing he has of the elements that constitute "society"; how these institutions are interrelated and express the value priorities which people hold.

SOLUTIONS: a) possible solutions including any of those which may already be in operation at the individual, group, and/or government level; b) some evaluation of these suggested solutions; c) student's own recommendations for solving the problem and the reasons for them. Solutions should be responses to causes previously identified rather than to the scope or any of the aspects of the problem.

It will be well for the teacher and class either to select a contemporary problem and work through the process together, or to do a shorter exercise by recalling incidents of problem solving from U.S. history, such as the Depression problem of income solved by Social Security legislation of the 1930's; the problem of the transporting of foreign goods into Mid-America solved by the St. Laurence Seaway; the problem of Chicago's sanitation services solved by changing the direction in the flow of the Chicago River; the need for general education which resulted in the

establishment of the public school system; an improvement in working conditions and the change effected by the efforts of the unions; etc. . . Once the students become familiar with the purposes and possible techniques of problem-solving, then they should begin to select their own problems for applying these techniques of analysis and solution. This can be done individually or in small groups. There is no need for simultaneous and total class analysis and solution. The chief goal in eighth grade social studies is to give help to each student so that he gains confidence and competency independently and effectively to think and act perceptively and critically in his society.

When analyzing a problem and offering solutions for it, the students must be careful to express: a) its relation to, b) how it affects, and c) how it is affected by the institutions in society (family, education, religion, economic system, political system). In this way students will learn to appreciate the complexity of the problems of today's world; they will also learn that one-sided "solutions" are in reality no solution at all.

It is urged that students investigate not only problems of a local or national nature, but also that they attempt solutions of one or more problems on a global or international level. This can be done in the following ways:

a. A student, after handling a problem at the domestic or national level, can choose to pursue the same problem as having world-wide magnitude. Issues such as poverty, alienation, environmental controls, over-population, woman's rights, race, undeveloped areas, all easily lend themselves to such investigation.

b. A student can choose to study a problem of relations between nations. Examples of such issues are the deep ill-will of the majority of Latin-American countries toward the U.S., Communist China-U.S. relations, narcotics smuggling from Mid-east countries through France to the United States, U.S. relations with Israel and with the Arab countries, etc. . .

Young people are often capable of great originality and new insights. It is hoped that as a result of investigating some of the major problems of

today's world, the students will contribute new or refined strategies to give positive and effective direction to our human, evolving, global society.

The list of suggestions given below of problems from which students can choose to analyze is just that: a list of suggestions. Students may very well have other interests, or they may be aware that some circumstances of their daily lives are affected by a social condition in need of improvement. Since the goal for eighth grade social studies which has the highest priority is learning how to solve problems of society, the student should have the decisive vote which problems he chooses to analyze and attempt to solve.

LIST OF ISSUES FOR CONSIDERATION IN PROBLEM-SOLVING

INTERNATIONAL OR WORLD ISSUES

War in Southeast Asia
Arab-Israeli War
Communism
Nuclear Controls
N.A.T.O.
United Nations
Trade Between Nations (Smuggling)
Underdevelopment of Nations
Tensions: Latin American countries vs. United States
International Law
Space, the Moon, the Planets

ECONOMIC ISSUES

Need for Consumer Education
Poverty
Inflation
Unemployment
Capital Development
Results of Automation
Contract-Buying

SOCIAL ISSUES

Brotherhood
Welfare/Income
The Poor
Race Relations
Narcotics
Education
Rights of Women
Minority Groups
(Especially Afro-Americans, Mexican-Americans, Indians and Puerto Ricans)
Forms of Family-living
Youth-problems; Problems of Young People
Communication Techniques
Alcohol
Smoking

ENVIRONMENTAL ISSUES

Air and Water Pollution
Population Explosion
Upset in the Ecological Balance of Nature
Conservation of Natural Resources
Noise
Waste Treatment

CITIZENSHIP AND GOVERNMENT ISSUES

Junior-high School Student Government
Crime
Problems of Injustice
Student Protest
Right to Privacy
Local and Federal Government: Place in solving local problems
Voting decision in any current election
Method of Electing a President

INSTRUCTIONAL OBJECTIVES

INTELLECTUAL OBJECTIVES

1. To accomplish at least eighty per cent of the objectives of the Urban Action materials in the ways suggested by them.

2. To identify, analyze, and suggest individual solutions for at least four to six major current problems in society; and to predict the probable effects of change using the techniques of problem solving as described previously.

3. To identify and distinguish between each of major behavior systems in society (i.e., political, family, economic, religious, educational) as a test item at least once.

4. To use at least five times a semester the generalization that conflict is a characteristic of the growth and development of individuals and civilizations as a whole; and to use it in any or each of the following ways:

   a. for the explanation of phenomena
   b. for describing situations or motives
   c. for predicting future situations or actions
   d. for determining the most appropriate relevant action or direction to be taken for solving problems chosen for study.

5. To identify a series of five or six historical or contemporary solutions to human conflicts such as the following: a) the form of the present U.S. Constitution as the solution to the conflict between the slaveholding South and the industrial North; b) the division of India into two countries (India and Pakistan) as solution to a violent civil war; c) the increasing practice of appointing students to positions in which they exercise real decisive power as solution to conflict between faculties and students in junior and senior high schools; etc.

6. Given a series of five events which represent historical or contemporary changes in society, to list and describe three complications or unknowns (either good or bad) which arose as a result of each of the changes.

7. To write an essay on the interdependence of nations according to requirements set down by the teacher.

8. To compile a list of at least ten issues that become bases for international conflict e.g., political loyalties or nationalism, racial policies, territorial invasion, unfair trade or economic policies, etc.

9. To show familiarity with the three-fold functions of government (i.e., protect rights, provide services, coordinate lesser groups or organizations) by listing five examples of each as a test item.

10. To prepare for, give, and report on the results of at least two interviews of persons who can contribute data for problem solution.

11. To develop working definitions for at least ten terms used in the context of class discussions during the year; to contrast the end meanings of at least five of the terms from their meanings at the outset of discussion.

SKILLS

1. To show development in the skill of using research techniques in terms of the following:

   a. correct use of the library card catalog to locate authors, books, tapes, filmstrips, or other A-V references for assigned topics
   b. efficient use of the encyclopedia to collect data

c. through examination of the index and contents of at least seven books other than the classroom text for determining their relative usable value to complete a given research assignment
d. the use of a bibliographical list to determine articles or books of importance for evidence to support an opinion about an event or person in history
e. the use of a telephone directory to locate organizations having a desired kind of information or expertise concerning a given topic.
f. use of newspapers, magazines, to gather data for problem analysis
g. use of radio and T.V. for the same purpose.

2. To demonstrate a facility in the use of educational technology in terms of its use on an equal basis with oral, read, or written student presentation of ideas. (By educational technology is meant: typewriter; movie, filmstrip or slidefilm projector; tape recorder, phonograph machine or any other machine used for educational purposes in the classroom.)

3. To show an ability to listen to other people in a comprehending manner in terms of an eighty per cent relevant response within a similar framework of reference.

4. To manifest an ease in interpreting graphs, charts, maps, cartoons and other audio-visual materials by an almost constant use of these things.

5. To show an ability to work, study, or plan effectively both as an individual and in cooperation with others in all of the following ways:

   a. active contribution toward the organization of priorities with regard to assigned tasks
   b. maintainance of good interpersonal relationships during the course of the activity or project
   c. responsible, self-directed, and consistent action directed toward the completion of a task
   d. an end product fulfilling the requirements or objectives set out at initiation of a task.

6. To reach at least an eighty per cent accuracy in note taking by means of at least weekly practice.

7. To maintain skill in role-playing by means of engaging in this activity at least twice a semester.

8. To show ability in organized, structured oral presentations by taking part at least once in any of the following: a debate, a panel discussion, taking a leader role in discussion, being secretary for a discussion group.

BEHAVIOR IN TERMS OF ATTITUDES

1. To manifest a willingness to form opinions on controversial issues only after examining a variety of viewpoints by repeated instances of any one or a combination of the following ways:

    a. by speaking his mind after other pupils have voiced their opinions, and giving verbal evidence having listened to their ideas
    b. by oral or written reference to factual data regarding a variety of viewpoints
    c. by requesting the opinions of others before voicing or writing his own
    d. by occasionally differing with the class majority opinion on solid factual ground
    e. by occasionally changing an original opinion for another after dialogue on the first opinion

2. To show a desire to suspend judgment in the absence of sufficient evidence by means of:

    a. occasionally reminding individuals or the class of the need for suspended judgment
    b. seeking to revise, reverse, or support hastily formed opinions when reminded of such action

c. responding with appropriate phrases to oral or written questions testing for this behavior; examples of such phrases are: "the material I researched doesn't reveal the answer;" "according to my sources, the answer is unknown;" "only this much is known about the subject;" etc. . .

3. To show confidence and self-security in differing with others by means of any of the following:

   a. maintainance of good group and interpersonal relations during even heated discussions
   b. lack of nervous mannerisms which only show up during class discussions
   c. consistent, active contribution to group discussions even where conflict arises

4. To show an increase in sensitivity to human need and pressing social problems by means of at least two of the following ways:

   a. voluntarily role-playing the part of a person experiencing prejudice because of his color or race, kind of job he or his parents hold, religion, country he or his relatives come from, presence of accent, physical handicap or the like
   b. taking the initiative to develop a simulation in which role-playing of the above kind takes place
   c. voluntarily doing the kind of research on a topic of human need or social problems that can be labeled outstanding in terms of time, effort, precision exercised in its preparation; or in terms of the degree of "professionalism" in its presentation
   d. enthusiastically taking part in a class project or presentation on the theme
   e. suggesting at least two original and constructive means for solution of a social problem or one of human need.

5. To show development of personal initiative in terms of performing at least half of the following activities more than once:

a. without prompting, gives to the teacher or to the class suggestions or recommendations for good management or organization of a project which prove efficient when attempted
b. assumes the leadership for a class or small group discussion two or three times unrequested
c. volunteers for at least one responsible class or school position; and performs his role with at least seventy per cent efficiency
d. assumes a protective or educational role toward younger children without being asked (e.g., requests to be allowed to help slow lower grade children with reading during free times)
e. volunteers or requests to "take over" one or more class periods
f. assumes responsibility for organization of small (or large) group action at least once in terms of initiating it, carrying it through, and following-through on at least some of its effects.
g. voluntarily assumes responsibility at least eighty per cent of the time to rectify mistakes made whether of the intellectual and written, interpersonal relations, or wrong action kinds
h. works with close to one hundred per cent independence on the analysis and solution of at least one problem

6. To show a security in face of the unknown; to show an ability to be comfortable in reaching conclusions which are only probabilities rather than certainties by means of three of the following ways:

a. suggesting at least fifty per cent of the time, more than one means by which proposed problem solutions can be tested for effectiveness; and to suggest a solidly based priority-schedule by which these proposed solutions could be tried
b. voluntarily suggesting priorities for class or group actions founded on factually based reasons

c. assuming responsibility for at least one long term or complicated project and carrying it through, requesting aid less than twenty-five per cent of the time
d. at least seventy-five per cent enthusiasm in the choosing of problems to solve as well as in their analysis and solution

7. To show an increased sense of kinship with all peoples of the world and an awareness of the urgent need for the brotherhood (solidarity) of man in order to insure the survival of the human race by means of doing an original essay on the topic. This essay may be visual, written, portrayed; it may be a small group effort or an individual effort.

SUGGESTED READING FOR TEACHERS

Note: These are only a few good books. Each manual at every grade level expands this list greatly.

Social Studies Curriculum Development: Prospects and Problems, Dorothy McClure Fraser, editor, (1969) National Council of Social Studies Yearbook.

International Dimensions in the Social Studies, James M. Becker & Howard D. Mehlinger, editors, (1968) National Council of Social Studies Yearbook.

Effective Thinking in the Social Studies, Jean Fair & Fannie R. Shatel, editors, (1967) National Council of Social Studies Yearbook.

Morrisset, Irving, editor. Concepts and Structures in the New Social Science Curricula. New York: Holt, Rinehart, and Winston, Inc. 1967.

*Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

*Taba, Hilda. Teacher's Handbook for Elementary Social Studies. Menlo Park, California: Addison-Wesley, 1967.

Womack, James G. Discovering the Structure of the Social Studies. New York: Benziger Brothers, 1966.

*Kenworthy, Leonard S. Social Studies for the Seventies. Waltham, Massachusetts: Blaisdell Publishing Company, 1969.

*Wilson, J. Fred et al. A Teacher's Guide for the New Social Studies: Goals, Strategies, Materials, Solutions to Problems. Grand Rapids, Michigan: The Fideler Company, 1969.

Joyce, Bruce R. Strategies for Elementary Social Science Education. Chicago: Science Research Associates, Inc., 1965.

*Shaftel, Fannie R. and George. Role-Playing for Social Values: Decision-Making in the Social Studies. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

Social Education. Washington, D.C. National Council for the Social Studies. (This is the official pulication of the Council.)

Series of twenty-one Filmstrips and Tapes: The Making of Behavioral Objectives Vimcet Associates. P.O. Box 24714 Los Angeles, California 90024

* These books will help to provide a very good START for teaching the New Social Studies.

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1968-1970
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